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AUTHOR Acton, Karen; Griffith, Judy
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ABSTRACT

The purpose of this unit is to help students develop or improve listening and notetaking skills by using the TQLR (tune-in, question, listen, and review) technique. Many of the activities are based on films and filmstrips indicated as available in the Iowa Teacher Center. Six student objectives, a list of notetaking terms, and student activities are provided. These are followed by 10 weekly evaluation activities on listening and notetaking. Concluding this guide are 14 attachments which are coordinated with the activities. The first nine focus on TQLR. Attachments 10 to 13 are based on films, and attachment 14 focuses on notetaking covering "why," "when," and "how." This document is part of a collection of materials from the Iowa Education Agency 7 Teacher Center project. (EM)

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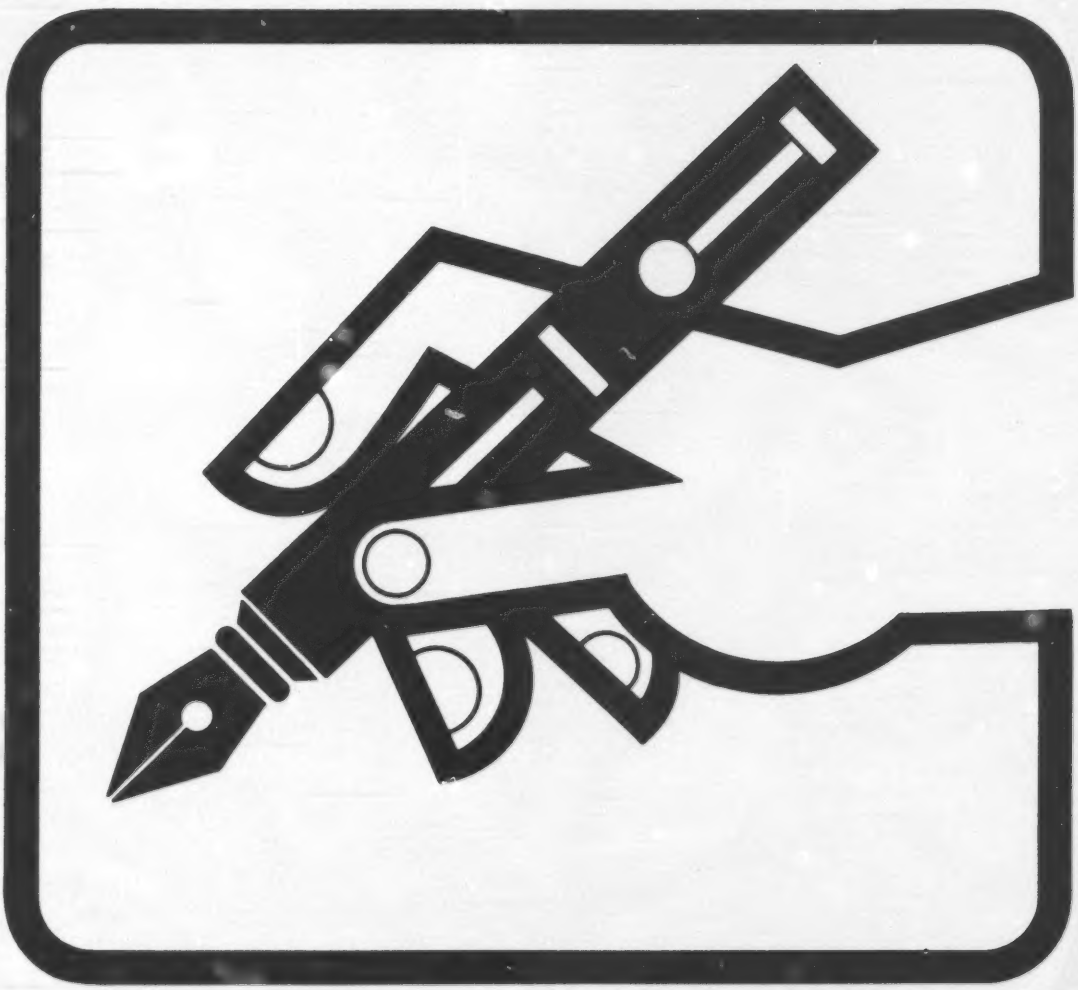
LISTENING AND NOTETAKING



activity guide

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AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Listening and Notetaking

Author(s): Karen Acton and Judy Griffith

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Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

LISTENING & NOTETAKING

RATIONALE (May be used as an introductory mini-lecture)

I. Introduction

A. Ask students to list language arts skills they are expected to use in school.

1. Reading
2. Writing
3. Spelling
4. Speaking
5. Listening

B. Which skill do you use the most in and out of school?

C. Which skill have you had the least training in?

1. List courses which cover the five areas in A
2. Note the absence of courses in listening!
   a. Creative Listening?
   b. Great American Listeners?
   c. Remedial Listening?

II. Granted that speaking is more fun than listening; listening is nonetheless an important activity. List situations in which listening should play a key role.

A. Watching television

B. Learning a job

C. Classroom

D. Getting directions

E. Etc.

III. Ask students to name some bad things that could happen to people who don't listen (and not just in school).

IV. How can you remember forever what you hear?

A. Buy a tape recorder

B. Take notes (a skill also emphasized in this unit)

V. Because listening is not often taught, is important and causes problems if not done well, this skill will be practiced in this unit and throughout the year.

VI. Have students copy unit objectives.

UNIT OBJECTIVES: Listening and Notetaking

The students should be able to:

1. Recognize roadblocks to good listening
2. Demonstrate overt good listening habits
3. Utilize TQLR in many listening situations
4. Know how to recognize important (noteworthy) material
5. Take well-organized usable notes
6. Keep a record of structural listening - notetaking activities

LISTENING - Notetaking Terms

(Terminology for listening is far from standardized. Terms presented in different sources are grouped. Students may or may not need to know all of the terms after completing the guide.)

"Now Hear This" AEA VII, LA 915

I.
- Hearing
- Listening

II.
- Introductory Phrases
- Listing
- Sequence
- Causes/reasons
- Compare
- Contrast

III. Paraphrasing

"You're Not Listening" AEA VII, 9668

- Distraction
- Closed mind
- Thinking speed
- Prejudice

"Many Hear, Some Listen" AEA VII, 1802

- Non-attender
- Assumer
- Word-picker

"How to Survive in School" AEA VII, 6683 A

- List
- Chronological
- Cause/effect
- Comparison
- Contrast

Transparencies

TQLR

LISTENING AND NOTETAKING: Activity Guide

Introductory Activities (Complete all activities)

1. Copy unit objectives

2. Begin a vocabulary list. Definitions will be available at various times from various sources, so stay alert.

3. Take notes on TQLR transparencies in groups. Use attachments 1-4. Each group will have a set of 16 cards the teacher has reproduced, cut, and mixed up before class. Each transparency is represented by four "cards": a letter, picture, word or phrase, and statement. As a group, sort your 16 "cards" into four logical groups. Check with the instructor to make sure your group has sorted correctly, and then take notes on attachments 5-9.

Practice Activities (Complete at least one media activity and activity 2)

1. Media Activities (complete at least one of these more if assigned) and use TQLR while you do these).

   A. "Double Talk" (Film, AEA VII, 1831, 10 min. attachment #10).
   Copy and read the listening guide.
   View the film.
   Fill out the listening guide.
   Add to your vocabulary list any terms in the film.

   B. "You're Not Listening" (Film, AEA VII, 9668, 20 min.,attachment #11).
   Copy the listening guide.
   View the film.
   Fill out the listening guide.
   Add to your vocabulary list any terms from the film.

   C. "Many Hear, Some Listen" (Film, AEA VII, 1802, 12 min., attachment #12).
   Copy the listening guide.
   View the film.
   Fill out the listening guide.
   Add to your vocabulary list any terms in the film.

   D. "Now Hear This! Becoming a Better Listener (Kit LA 915, AEA VII, 4 parts, attachment #13).
   Copy and read listening guides for the assigned parts.
   View the filmstrip.
   Fill out the listening guide.
   Add to your vocabulary list any terms in the film.

E. "How to Survive in School: Notetaking" (Kit LA 6683A, AEA VII, Parts I and II only.

These filmstrips contain exercises to be done while viewing them. Turn in your notes and the exercises after viewing the filmstrip (s).

Add to your vocabulary list any terms in the film.

2. For all of the media activities, you were guided in your listening. You knew what to expect and what was important, so it was easy to take good notes. This activity also requires you to take notes, but you will have no guide. Instead, you will have to listen and take notes, based on your own analysis of what is important. (This activity will be done by the entire class.)

   a. Prepare to take notes (Remember TQLR!). Listen to the instructor's lecture on note-taking. (Hint: Your instructor is giving this lecture from an outline.)
   b. After the lecture, your instructor will show you a transparency of the outline. Check your notes to see if you missed anything or if you wrote too much, and if you identified main points.
   c. Turn in your corrected notes (see attachment #14).

EVALUATION ACTIVITIES

This unit is never over. Below are listed many activities you can use to practice and improve your listening and note-taking skills. They will be assigned weekly. Keep a record of each completed activity. Include your name, date of completion, and any writing required by the activity. Your teacher may assign these or offer you options as to numbers and dates of completion.

1. Write a listening/viewing guide for a filmstrip or movie you see in another class. Be sure to include vocabulary words, main points and the title of the media.

2. List all the sounds you hear in a five-minute period. If you cannot identify the source of the sound, describe it.

3. Listen to a half-hour news program. Afterwards (no cheating!) list as many news or sports stories as you can remember.

4. Listen to radio or television for one half-hour. Afterwards list the products or services advertised during that time.

5. Listen three times to any song you don't like. From memory (not an album cover) write as much of the lyrics as you can remember.

6. Have a member of your family describe her/his day. Afterward, write a complete summary of the activities. Have the person check and sign this record.

7. Listen to three ads for similar products (three shampoos, three dog foods). List the sounds - other than words - used in the ads.

8. Listen to radio and television ads and record the products, dates and slogans which use one or more of the "twelve most effective words" (see Practice Activity #4).

9. After listening to a campaign speech, or radio editorial, write the main point and the evidence used to support it.

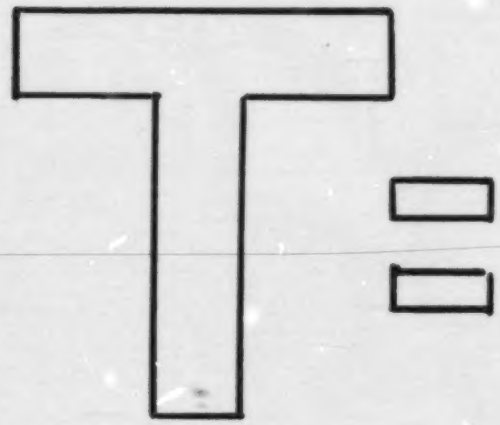
10. Listen to a half-hour television drama or comedy but do not watch it! As you listen, note the names of the characters and the emotions each expresses vocally.

11. Make a dictionary of your pet's language. Include only the words that you can hear.

12. Take lecture notes in another class. Show your notes to the teacher who lectured, have that teacher rank the notes on a scale of 1-10 (1 is the lowest), sign the notes and date them. Turn these in.

13. If announcements are read in your school, listen to them and write the group (s) likely to be most interested in each announcement.

ATTACHMENT #1



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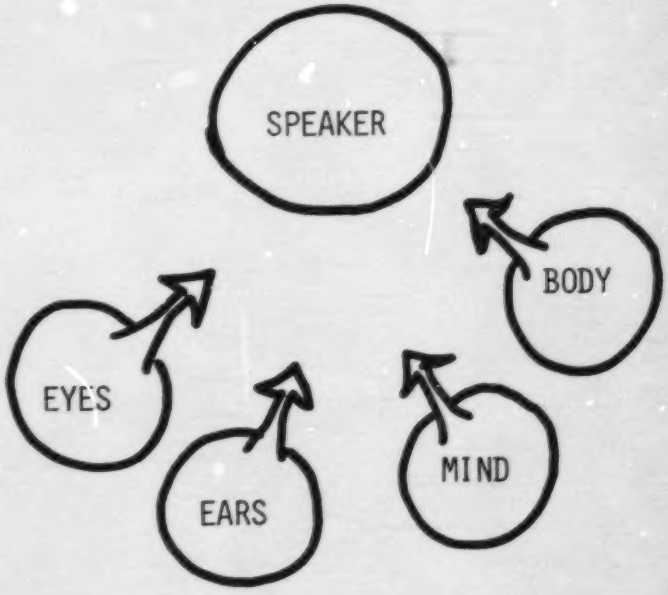
TUNE IN

Here

Cut

Direct all your attention to the speaker.

13.



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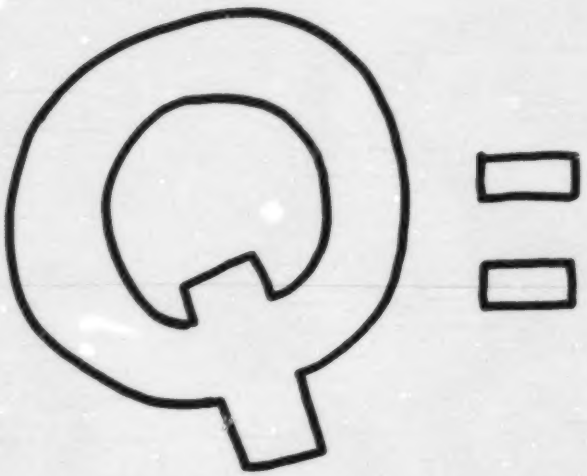
ATTACHMENT #2



QUESTION

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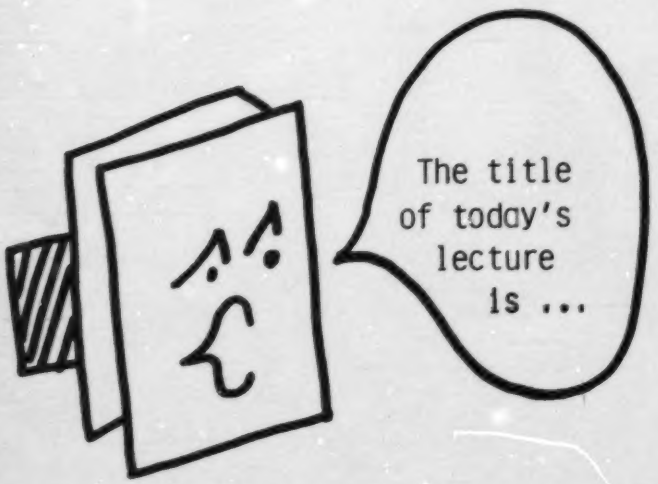
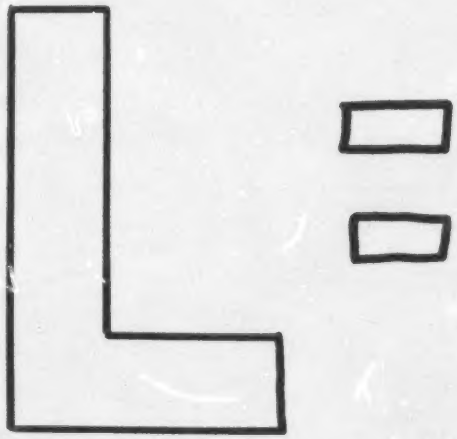


If you don't hear a title, ask.

What is the talk/ lecture going to be about?

What is the purpose of what you are hearing?

ATTACHMENT #3



LISTEN

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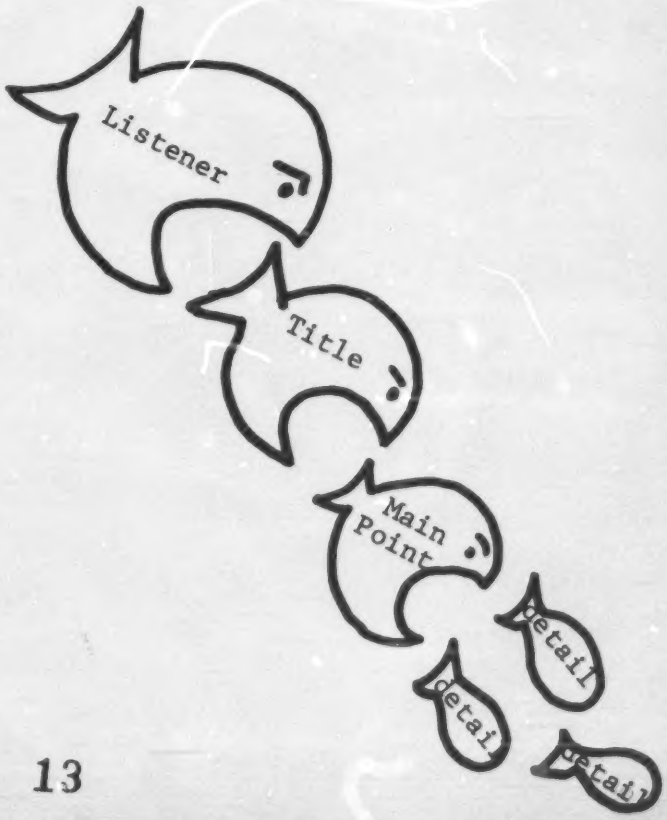
Listen for main points...
Think ahead...
Try to relate to the points you hear...

15



13

ATTACHMENT #4

R = REVIEW

Cut

Cut Here

How do <u>you</u> use the last few minutes of each class period?

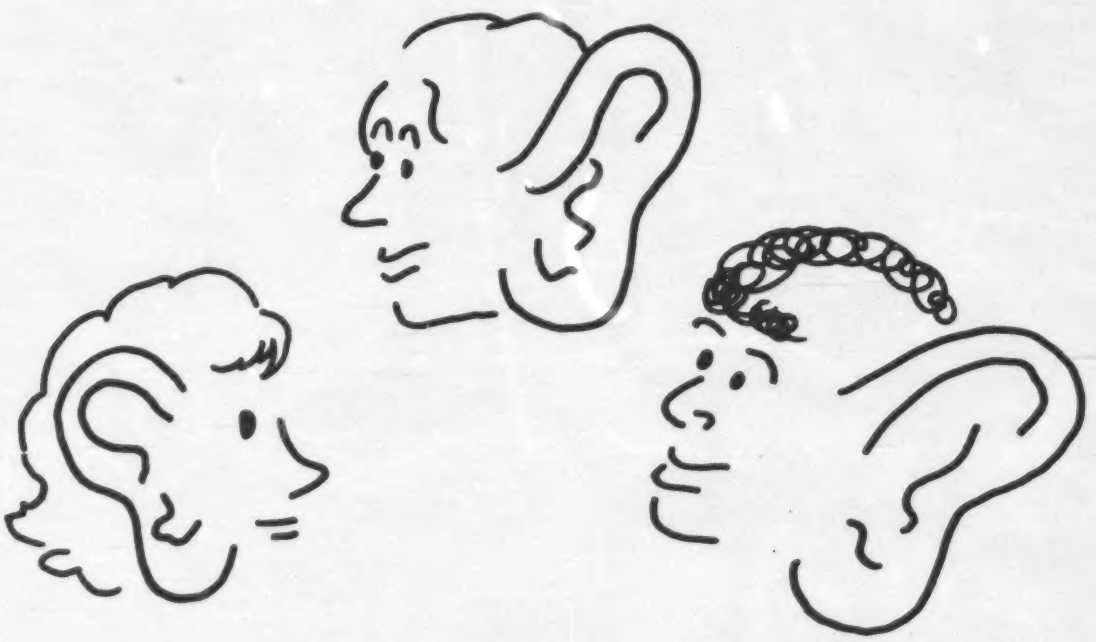
Here

Think back over the entire talk/lecture and try to remember as many points as possible. (check the good notes you took.)

ATTACHMENT #5

TQLR

A Listening/Study method

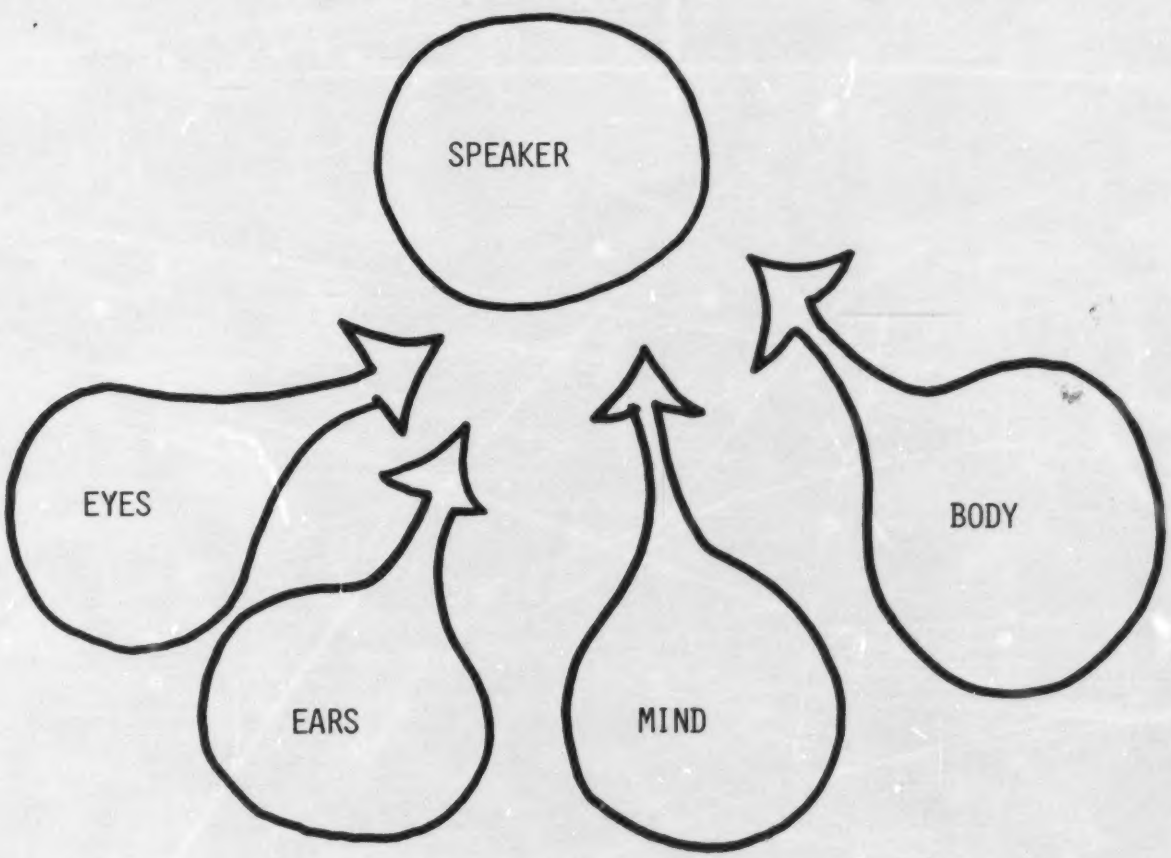


When you Care Enough
to <u>Hear</u> the Very Best

ATTACHMENT #6

T = TUNE IN

Direct All Your Attention to the Speaker

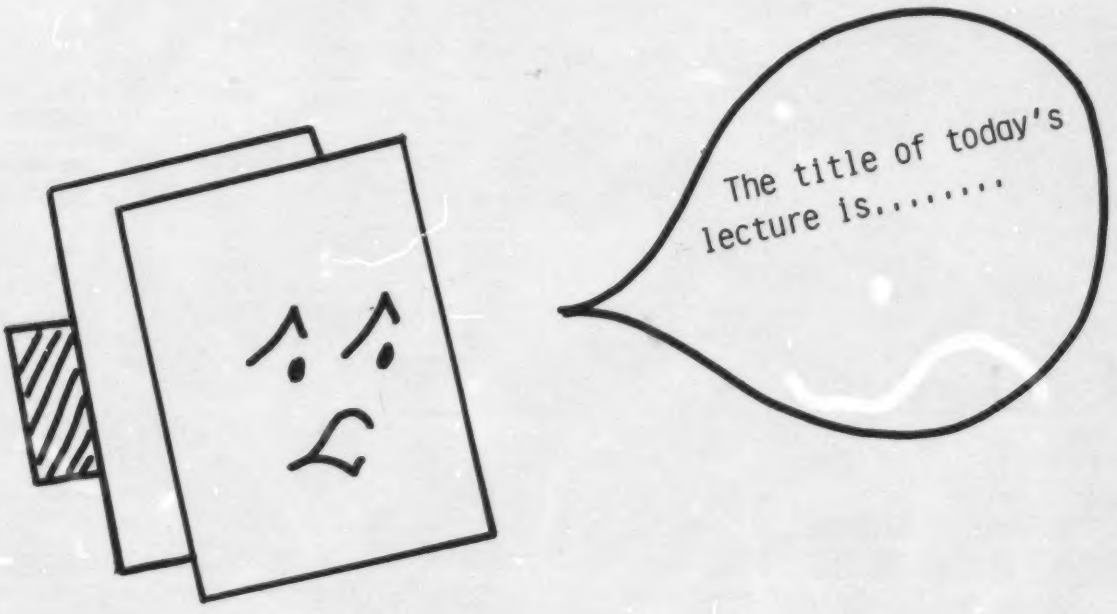


ATTACHMENT #7

Q = QUESTION

What is the talk/lecture going to be about?

What is the purpose of what you are hearing?



If you don't hear a title, ask.

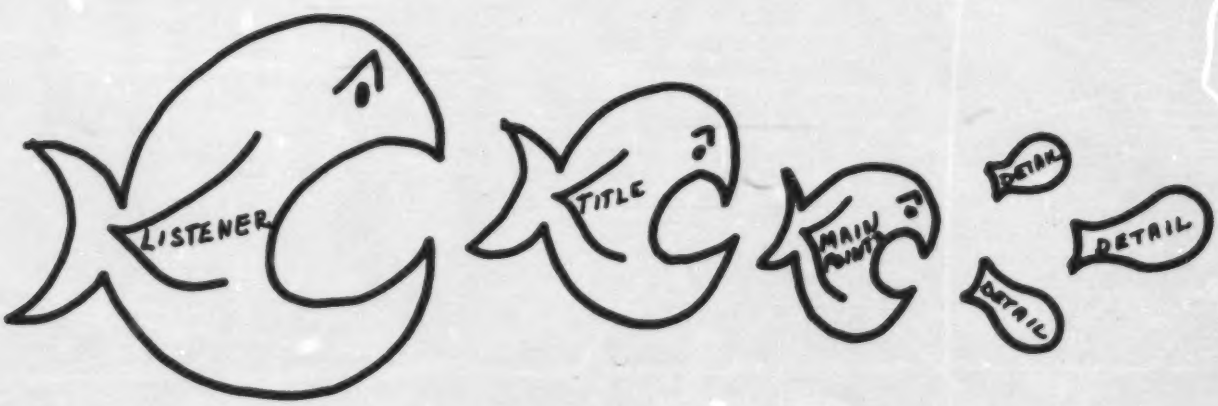
ATTACHMENT #8

L = LISTEN

Listen for Main Points...

Think ahead.....

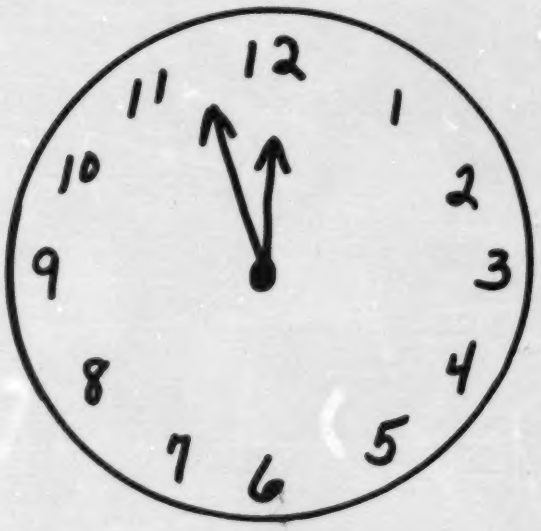
Try to relate to points you hear...



ATTACHMENT #9

R = REVIEW

Think back over the entire talk/lecture and try to remember as many points as possible. (check the good notes you took!)



How do <u>you</u> use the last few minutes of each class period? Review!

ATTACHMENT #10

Listening Guide: "Double Talk", AEA VII, 1831

What did each person say?

What did each person mean?

How did each person want to appear?

What prejudices did you see evidence of?

What might have happened had each person said what they meant?

ATTACHMENT #11

Listening Guide: "You're Not Listening", AEA VII, 9668

List three reasons people do not listen:

1. _____

2. _____

3. _____

Write a brief explanation of the way each of the following affects listening:

1. Eye Contact _____

_____

2. Thinking speed _____

_____

3. Talking _____

_____

4. Closed mind _____

_____

5. Prejudice _____

_____

6. Jumping to conclusions _____

_____

_____

ATTACHMENT #12

Listening Guide: "Many Hear, Some Listen" 1802

Define each term based on illustrations in the film.

1. Active listener_____

_____

_____

2. Passive listener_____

_____

_____

3. Non-attender_____

_____

_____

4. Assumer_____

_____

_____

5. Word-picker_____

_____

_____

ATTACHMENT #13

Listening Guide: "Now Hear This" (AEA VII, LA 915)

1. Explain the differences between "hearing" and "listening".

_____

_____

_____

2. Define the following terms:

a. introducing phrases_____

_____

b. sequence_____

_____

c. compare_____

_____

d. contrast_____

_____

e. paraphrase_____

_____

3. Name two places (outside of school) where good listening skills are important and tell one bad thing that could happen to a poor listener in each situation.

a._____

_____

b._____

ATTACHMENT #14

Notetaking: Why, When, How

I. Why take notes

A. Preserve information

1. Might be unavailable later
2. For study, review

B. Reinforces ideas

II. When to take notes

A. Situations

1. Read, hear, or see something which must be remembered
2. In and out of school

B. 6 Clues

1. Facts - names, dates, places, numbers
2. Lists - "There are 3 reasons . . ."
3. Visual emphasis - gestures, etalics
4. Auditory emphasis - volume, pause, tone
5. Repetition
6. A-V aids

III. How to take notes

A. Where

1. Notebook (not loose leaf)
2. In your own books (yellow highlighter, marginalia).

B. Form

1. Title and date each section
2. Outline (or at least indent)
3. Emphasis by underline, stars, colors

C. Study

1. Rewrite (condense?)
2. Re-emphasize
3. Ask yourself (or someone else) questions